

Attachment H

Proposal # 2001-I-209 (Office Use Only)

PSP Cover Sheet (Attach to the front of each proposal)

Proposal Title: Adopt-A-Watershed Leadership Institute
Applicant Name: Adopt-A-Watershed
Contact Name: Kim Stokely
Mailing Address: P. O. Box 1850, Hayfork, CA 96041
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Amount of funding requested: \$ 592,884

Some entities charge different costs dependent on the source of the funds. If it is different for state or federal funds list below.

State cost _____

Federal cost _____

Cost share partners? X Yes No

Identify partners and amount contributed by each Requested and In-kind, see Budget

Indicate the Topic **for** which you are applying (check only one **box**).

- | | |
|--|--|
| <input type="checkbox"/> Natural Flow Regimes | <input type="checkbox"/> Beyond the Riparian Corridor |
| <input type="checkbox"/> Nonnative Invasive Species | <input type="checkbox"/> Local Watershed Stewardship |
| <input type="checkbox"/> Channel Dynamics/Sediment Transport | <input checked="" type="checkbox"/> Environmental Education |
| <input type="checkbox"/> Flood Management | <input type="checkbox"/> Special Status Species Surveys and Studies |
| <input type="checkbox"/> Shallow Water Tidal/ Marsh Habitat | <input type="checkbox"/> Fishery Monitoring, Assessment and Research |
| <input type="checkbox"/> Contaminants | <input type="checkbox"/> Fish Screens |

What county or counties is the project located in? Shasta, Tehama, Butte, Sonoma, Contra Costa, San Joaquin

What CALFED ecozone is the project located in? See attached list and indicate number. Be as specific as possible 2,3,4,5,7,11

Indicate the type of applicant (check only one box):

- | | |
|--|--|
| <input type="checkbox"/> State agency | <input type="checkbox"/> Federal agency |
| <input type="checkbox"/> Public/Non-profit joint venture | <input checked="" type="checkbox"/> Non-profit |
| <input type="checkbox"/> Local government/district | <input type="checkbox"/> Tribes |
| <input type="checkbox"/> University | <input type="checkbox"/> Private party |
| <input type="checkbox"/> Other: _____ | |

Indicate the primary species which the **proposal** addresses (check all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> San Joaquin and East-side Delta tributaries fall-run chinook salmon | <input type="checkbox"/> Spring-run chinook salmon |
| <input type="checkbox"/> Winter-run chinook salmon | <input type="checkbox"/> Fall-run chinook salmon |
| <input type="checkbox"/> Late-fall run chinook salmon | <input type="checkbox"/> Longfin smelt |
| <input type="checkbox"/> Delta smelt | <input checked="" type="checkbox"/> Steelhead trout |
| <input type="checkbox"/> Splittail | <input type="checkbox"/> Striped bass |
| <input type="checkbox"/> Green sturgeon | <input checked="" type="checkbox"/> All chinook species |
| <input type="checkbox"/> White Sturgeon | <input checked="" type="checkbox"/> All anadromous salmonids |
| <input checked="" type="checkbox"/> Waterfowl and Shorebirds | <input type="checkbox"/> American shad |
| <input checked="" type="checkbox"/> Migratory birds | |
| <input checked="" type="checkbox"/> Other listed T/E species: <u>freshwater shrimp, salt marsh harvest mouse</u> | |

Indicate the type of project (check only **one** box):

- | | |
|--|---|
| <input type="checkbox"/> Research/Monitoring | <input type="checkbox"/> Watershed Planning |
| <input type="checkbox"/> Pilot/Demo Project | <input checked="" type="checkbox"/> Education |
| <input type="checkbox"/> Full-scale Implementation | |

Is this a next-phase of an ongoing project? Yes _____ No x
Have you received funding from CALFED before? Yes _____ No x

If yes, list project title and CALFED number _____

Have you received funding from CVPIA before? Yes _____ No x

If yes, list CVPIA program providing funding, project title and CVPIA number (if applicable):

By signing below, the applicant declares the following:

- The truthfulness of all representations in their proposal;
- The individual signing the form is entitled to submit the application on behalf of the applicant (if the applicant is an entity or organization); and
- The person submitting the application has read and understood the conflict of interest and confidentiality discussion in the PSP (Section 24) and ~~walves~~ any and all rights to privacy and confidentiality of the proposal on behalf of the applicant, to the extent as provided in the Section.

Kim Stokely

Printed name of applicant


Signature of applicant

EXECUTIVE SUMMARY

Project Title: Adopt-A-Watershed Leadership Institute Amount Requested: \$592,884
Adopt-A-Watershed, P. O.Box 1850, 98 Clinic Ave., Suite B, Hayfork, CA 96041
Phone: (530) 628-5334; Fax (530) 628-4212; Email: kim@adopt-a-watershed.org
Participant: Adopt-A-Watershed

Begun in 1989, Adopt-A-Watershed is a community-school collaboration with an award-winning K-12 science curriculum that brings together schools and local stakeholders to help students and the community develop scientific literacy, environmental stewardship, and an ethic of service. It uses local watersheds as a focus for student watershed monitoring, restoration, and community-education activities which directly support the ERP goals and CVPIA priorities.

AAW sees education as the cornerstone of a healthy watershed, one which can support a structure for a cohesive working unit within the community through partnering. The key, however, is to get more teachers involved and give them support, structure, and training for success. AAW's Leadership Institute, a professional development program for teams of K-12 teachers, community coordinators, and higher education representatives, is based on the following premises:

- Teachers who have community support and indepth hands-on training in watershed education are more likely to teach watershed education.
- New teachers who are exposed to watershed education in college are more likely to introduce watershed education into their program.
- New collaborative partnerships will develop in a community if partners join in school support and if there is a dedicated team to act as a catalyst.
- Both community partnerships and the AAW program will be sustainable if members are taught the skills to sustain them.
- Watersheds receive more care when the public is aware and involved.

The Leadership Institute is comprised of three parts: a Summer Institute, team oversight and school-district trainings (4 per team) during the school year, and a Spring Retreat for evaluation and further training. A grant from the CALFED Bay-Delta program would send 10 new Leadership Teams each year for 3 years (30 teams) to AAW's Leadership Institute, beginning in July, 2001. Teams for the first year would represent communities in Tehama, Shasta, Butte, Contra Costa, Sonoma, and San Joaquin counties. Designed to address the premises listed above, we expect CALFED funding at the AAW Institute level to render the following: greater and sustained teacher interest in teaching watershed education for up to 3,600 teachers (120 per team); pre-service teachers aware of and trained in watershed education in college; new working relationships developing in the community as its members become more knowledgeable about and involved in their watershed; and sustainable community partnerships and AAW programs, all of which will lead to restoration and monitoring projects being done by 90,000 students (25 per teacher) and to growth of the students' and community's sense of stewardship and understanding of the watershed ecosystem.

PROJECT DESCRIPTION

As noted in CALFED's *Phase II Interim Report*, the Bay-Delta system contains the largest estuary in the western United States, supports over 750 plant and animal species, supplies drinking water for two-thirds of California citizens, and irrigates over 7 million acres of the most highly productive agricultural land in the world. For decades, the Bay-Delta system has been the focus of competing economic, ecological, urban, and agricultural interests that have led to the decline of wildlife habitat, biodiversity, and water quality.

To truly address long-term restoration of the system, communities must develop an ecologically literate and involved citizenry, sustainable restoration support systems, and a watershed approach to pressing ecological issues. Adopt-A-Watershed (AAW) sees K-12 education as the cornerstone of a healthy watershed, one which can be a foundation for a cohesive working unit within the community through partnering. The key, however, is to get more teachers involved and give them the support, structure, and training for success. Teachers often feel inadequate in teaching environmental education and science, feel uncomfortable partnering with the community, and feel they don't have the time or energy to teach themselves new skills.

The AAW program is built around an integrated K-12 curriculum comprised of 17 grade-level, interdisciplinary curriculum units which adhere to the California State Science Standards and which cover a full range of subjects in watershed science including aquatics, botany, ecosystems, wildlife, soils and geology, physics, and human needs and impacts. At present, nine of the units have worksheets available in Spanish. Over the past 10 years AAW has trained more than 8,000 teachers from across the nation—reaching more than 80,000 students each year. The program is being used in 18 US states and China and Mexico.

AAWs Leadership Institute is based on the following premises:

- Teachers who have access to expertise, help with field days and projects, professional development of community partnering skills, and indepth training in environmental education and watershed restoration are more likely to teach watershed education and partner with the community.
- New teachers who are exposed to watershed education in college are more likely to introduce it into their curriculum.
- New collaborative partnerships develop in the community when partners join in school support and when there is a dedicated team acting as a catalyst.
- Both community partnerships and the AAW program will be sustainable if teachers and partners are taught how to self-evaluate, raise funds, and partner with others.
- Watersheds receive more care in terms of numbers of restoration projects and public awareness if the community and schools work together to monitor, restore, and educate.

AAW National Leadership Institute

AAW has found that the best way to train new teachers and ensure continuing support and long-term sustainability of its program is to train teachers and community members in teams, progressively building their skills so they can conduct and disseminate their programs in their communities. An ideal team is made up of 2-3 teachers, 1 community coordinator, and, if possible, 1 education professor.

Roles of Leadership Institute Family

- **AAW:** Through our Leadership Institute, which serves up to 20 teams per year, AAW will train and provide follow-up support to 10 new Leadership Teams each year for 3 years from the Bay-Delta watershed. Feedback from these teams through the evaluation process will lead to improvements in our program.
- **Teachers:** Elementary and secondary teachers implement the curriculum in their classes and mentor other teachers from the school district who have been trained by AAW at on-site workshops. They also collaborate with local partners.
- **Community Coordinator:** Coordinators provide the link between schools and the community. They contact the appropriate professionals for help in identifying and planning monitoring and restoration projects, enhancing the curriculum units, and assisting on field days. The coordinator supports teachers in all projects and develops the data storage system at each school. They form an Advisory Committee that places local citizens in leadership roles. Coordinators often come from a natural resource agency, a public utility, county schools, or the school district itself.
- **Advisory Committee:** Made up of local stakeholders, including businesses, scientists, landowners, public officials, volunteers, natural resource agencies, and community organizations, they work together to identify needed projects, seek out new partnerships, and develop a plan to sustain the program into the future. They lend support in terms of time, materials, expertise, and project guidance, and receive in return monitoring data and community education.
- **Higher Education Representative:** This person will introduce an AAW component into his/her teacher-preparation program during the Spring semester.
- **Students:** Students study the same watershed for 13 years, enabling them to apply science concepts learned in the classroom to multi-year field studies and restoration projects so that they can comprehend the effects of change in an ecosystem over time. The *Soil Erosion Study*, for example, is begun in 1st grade and repeated in 4th grade, 7th grade, and high school. All curriculum units are thematically focused, with strands covering aquatics, botany, ecosystems, geology and soils, wildlife, and physics, and include components of watershed monitoring and restoration. Past student projects have included planting native plants, willows, and trees; water monitoring; erosion control; raising salmon and steelhead fish; stream and estuary habitat inventory and restoration; and wildlife population studies and habitat improvement, among others.

The students directly address 2 of the CALFED Bay-Delta program mission objectives—long-term restoration of ecosystem quality and water quality—utilizing an adaptive management approach, both encompassed within their individual watershed projects and within the context of community learning. At each grade level students are asked to review previous data, test results from their previous restoration projects, form hypotheses, and research local situations before continuing with on-going projects or designing new ones. Collaborating with local experts and other stakeholders, they and others have access to current information about the watershed and contribute their own.

AAWs ecological goals align with those of the CALFED Bay-Delta Program: assess and restore water quality; wildlife and plant populations, including native species; habitat types; and natural processes, while increasing the school and community's level of awareness, understanding, and appreciation of the natural environment.

Institute Format

The Leadership Institute breaks down into three major parts each year, plus planning: a Summer Institute in July, on-site trainings and oversight by AAW during the school year, and a follow-up Spring Retreat in May.

Planning and Preparation(May–June)

The project begins with an evaluation of the past Leadership Institutes by 10 AAW staff, contractors, and partners for purposes of identifying program areas needing improvement and for developing a training schedule. The 2-day planning session is held at Dye Creek Preserve in Tehama Co., California, in May.

AAW staff prepare the training manuals and other instructional materials. Leadership teams are selected through a competitive application process, the key criteria being the school and community's commitment to implementing a high quality program and the team's leadership skills. Reading materials (6 books covering aspects of environmental teaching that will be covered at the Institute) are sent to the newly selected participants, along with information packets.

Summer Institute (8 days in July)

AAW staff, presenters on a variety of topics, natural resource professionals, and returning Leadership participants from previous years conduct the Institute, providing intensive leadership training in curriculum application to local environments; curriculum integration; monitoring methodology; watershed restoration; community-collaborative project planning; watershed concepts; multi-cultural perspectives; assessment tools; fundraising strategies and skills; watershed education technology (including data sharing through the AAW web site and mapping); integration into teacher-preparation programs; and leading pedagogical models.

Participants are introduced to the whole AAW curriculum. In depth, hands-on training will target 4 curriculum units: *Trees* (2nd grade), *Wade into Watersheds* (4th

grade), *Aquatic Ecosystem* (8th grade), and *Water Quality* (high school). Hands-on experiences with restoration projects will include growing and planting willows (Trees), a study and habitat restoration for native watershed organisms, including native species of fish (Wade into Watersheds), and projects to help restore water quality and aquatic ecosystems (*Aquatic Ecosystems* and *Water Quality*). Monitoring training will include tree succession, water quality monitoring, aquatic insect populations, and a stream survey for a storm drain, creek (stream flow), and wetland (microbial survey). These are in addition to the classroom activities. Teachers are trained in a variety of monitoring protocols, from general awareness to stringent QAQC protocols. The Summer Institute will include a presentation on salmon and steelhead habitat, life cycles, current needs, and restoration.

To give the teams actual experience in identifying and restoring problem areas, the teams spend 3 days planning and completing a monitoring, restoration, and public education project in the vicinity of the Institute. For example, last year one team studied a fisheries issue centered on the city of Bend, Oregon, where sedimentation in the river below an industrial area was significantly greater than above the area. They researched the problem and found that the cause extended beyond the industrial area to include impacts from agriculture and construction. The solution, then, was not simply to dredge a pond, but involved control of soil disturbance and runoff into the watershed.

Special training is also provided by other organizations that share a common vision for watershed education. GLOBE (Global Learning and Observations to Benefit the Environment) offers training in conducting field studies and data collection at no cost to us. Through GLOBE, students collect real scientific data and share it with other students and scientists from around the world. ROW (River of Words), an annual poetry and art contest with a watershed theme, shows Institute participants how to integrate language arts and fine arts into the curriculum. Training in using the school yard as an outdoor classroom is provided through the National Wildlife Federation's *School Yard Habitats* program.

Each participant receives training materials, including brochures and information packets; journals and art supplies; a participant's, facilitator's, and/or coordinator's manual; fundraising and portfolio manuals (for each team); 6 books; and 1 AAW curriculum unit of their choice, along with a materials stipend of \$200 for purchasing items they will need: e. g., approved fisheries curricula, other approved curricula that fit the local community, kits, an aquarium, water monitoring supplies, etc.

During *the School Year (August-June)*

During the school year AAW maintains close contact with and gives guidance to each Leadership Team. AAW staff will provide 4 days of training in AAW curriculum implementation to up to 120 teachers in each team's local area. Kits, curricula, and training materials are shipped out as the workshops are scheduled. Brochures and information packets for the schools and communities are also provided.

The teams establish program infrastructure according to their defined roles. They work with school administration and staff to develop and implement the program, mentor other teachers, and develop partnerships.

Spring Retreat (May)

All teams meet for a 4-day follow-up retreat during which they assess their programs and plan for the next year. They receive further training in public relations, fundraising, partnership development, and evaluation.

Sustainability of local programs is built through a three-year action plan. Leadership Teams are invited to return to the Institute the 2 years following initial training for further training in evaluating their programs and building models for sustainable and successful implementation. Over the three-year period, growing community support will lay the foundation to maintain the program after initial funding from the requested grant and other outside sources has expired. Community Coordinators, assisted by Advisory Committees, will devote considerable time to developing the partnerships and identifying the funding sources needed to sustain their position and the project beyond the term of this grant.

Evaluation of the Institute

The Leadership Institute is evaluated through a process led by Dr. Gerald Lieberman. The Evaluation Plan, designed to provide evidence regarding the effectiveness of the Institute, encompasses four widely accepted assessment methodologies: direct observation, participant reporting, portfolio development, and program evaluation rubrics.

All Leadership Institute participants are asked to complete an Evaluation Form, to review and comment on all aspects of the Institute, including but not limited to: overall satisfaction with program; achievement of goals and objectives; usefulness of information conveyed; quality of instruction; organization of the Institute; intellectual challenge and content of the Institute; usefulness of hand-out materials; availability of resource/reference materials; and helpfulness of instructors or staff members during the Institute. Dr. Lieberman will review the forms and provide AAW with guidance based on participants' comments.

Participants are also instructed in the use and development of assessment portfolios, which provide a structured outline for documenting the progress of their AAW program during the school year. Participants are asked to make in-depth observations regarding their planning and accomplishments throughout the year. They are to describe their goals, status, and progress of all their AAW work in their school and/or district. The educators are asked to include in their portfolio package samples of curricular plans and materials, committee structures and memberships, and student work. The portfolio outline also asks them to document progress related to the development of community resources and partnerships. The portfolios are developed throughout the year and given to AAW staff at the Spring Retreat.

Finally, AAW has developed and adapted a series of 11 program evaluation rubrics which are designed to allow Leadership Teams to self-evaluate their programs. These rubrics gauge both semi-quantitative analysis and qualitative analysis of the project progress and the teachers' use of the local environment and community for learning. Responses to the rubrics distributed during the Summer Institute will be used as a baseline for evaluating the educational and Leadership status of the participating teams. The rubrics will provide a tool used for evaluation of long-term objectives along with Leadership Team interviews. The rubrics also provide a format within which teams can begin to develop their AAW plans for the coming school year.

Dr. Lieberman will analyze all the components of the program and present an Evaluation Report to AAW staff in June of each year. Evaluations are used to assess and modify the Institute and the AAW program.

Today's environmental education workshops are usually single-day programs that offer instruction in a particular curriculum and pedagogical model, with no ongoing training and support for integration with other curricula and the community. Often intensive follow-up and evaluation are lacking.

Funding by CALFED at the Leadership Institute level would lead to increased and sustained teacher interest in watershed education through training and team/partner support; exposure of watershed education to new teachers; productive community collaborations, and sustainable AAW programs and community partnerships, all of which will lead to numerous restoration and monitoring projects by students and to growth in the students' and community's awareness of watershed issues.

2. PROPOSED SCOPE OF WORK

a. Location

Student Projects

The locations of student monitoring- and restoration-project sites will be chosen with input from the appropriate natural resource agencies and any landowners involved, and have not yet been identified. The 10 Bay-Delta teams for the first year have identified target schools and/or watersheds. (See *Local Involvement* for details.)

Leadership Institute

Planning Site: Dye Creek Preserve, Tehama Co., California

Training Sites: The 8-day Summer Leadership Institute is held at Mount Bachelor Village Resort on the Deschutes River in Oregon.

On-site follow-up teacher trainings, 4 days for each team, will be held during the school year at school facilities provided by the school district.

The 4-day Spring Retreat will be at the Walker Creek Ranch near Point Reyes National Seashore in Marin County, California.

d. Data and Handling

Data collected by the students during the year are shared with community partners and other schools and communities. Both AAW and GLOBE provide internet data exchange programs. Within the school, long-term storage containers for each watershed are kept on-site so that each class can file information on their projects (data reports, pictures, maps) for use by them and others in succeeding years.

Expected **Products/Outcomes** and Schedule

The schedule will be repeated each year. The first year is as follows:

Task 2—May through June, 2001—Planning and Preparation

AAW will identify new teams, and plan and prepare for the Summer Institute,

Task 2—July, 2001—Summer Institute

AAW will conduct the Summer Institute where teams will develop the skills and knowledge to successfully implement the program.

Task 3—August, 2001 to June, 2002—School Year

During the school year, the following will occur:

- The first 10 Bay-Delta teams from the Leadership Institute will integrate the AAW program into their school district's core curriculum and establish a community infrastructure via partnerships and the Advisory Committee.
- AAW will facilitate 4 on-site workshops for training up to an additional 120 teachers per team.
- Up to 1200 teachers from the 10 teams will have the skills, structure, and support to successfully implement the curriculum.
- Up to 30,000 students in the 10 communities will do watershed and native-species study and restoration. The watersheds will receive a direct, positive impact from the students' projects and the community's involvement, while students and the community will feel a greater sense of stewardship and capacity for positive watershed action.
- For teams having a professor, pre-service teachers will become familiar with the AAW curriculum and watershed restoration.

Task 4—May, 2002—Spring Retreat

AAW will conduct the Spring Retreat where teams will further develop their assessment and fundraising skills.

June 30, 2002

Dr. Lieberman will submit his evaluation of the Institute, and AAW will submit their final report to CALFED.

Each year the Leadership Institute is comprised of 3 parts, plus training, which can be funded as a unit. These parts are considered inseparable, as full training for 1 team runs from the Summer Institute to the Spring Retreat. Each team, however, can be considered as 1 task for purposes of funding and would represent 10% of the requested cost per year.

Feasibility

We are entering our 6th successful year of the Leadership Institute, and we feel our approach has been tremendously successful. Independent evaluations of the 1996-1999 Leadership Institutes, done by CSU Chico's *Education for the Future*¹, report that all the key indicators for successful fulfillment of AAWs eleven program goals showed growth, with the greatest growth being in:

- Teacher leaders have an understanding of science design and adaptation.
- Students participate in field projects that are significant to the community.
- Students exhibit a sense of stewardship toward the environment.
- The AAW strategy acts as a catalyst for school-wide reform.
- Local watersheds receive a direct, positive impact from student projects.
- A wide range of organizations both receive and perceive benefits from the program.

Average growth was greater for those teachers where the community structure was more in place.

The number of schools involved per leadership team has always surpassed expectations, as more schools in the district become involved during the on-site workshops. For example, while we do not have a full list from teams, a partial list shows that the 10 proposed teams for the 1996/97 Institute eventually drew in at least 43 schools, with a total of 248 teachers trained and 4435 students actively doing watershed projects. Fifteen schools from the 1997/98 Institute grew to at least 105 schools, 486 teachers trained, and 9852 students involved.

Over the last 5 years, 75% of the communities that were trained in the AAW program are still active. AAW continues to see a great increase in demand for its training, including strong interest from California.

APPLICABILITY TO ERP GOALS & CVPIA PRIORITIES

AAW and its Leadership Institute address the ERP goals and CVPIA priorities in two ways: through the students' field monitoring and restoration projects, and through the community-education component of each unit.

All curriculum units pertain specifically to watershed monitoring and restoration, with a focus on enhancing the stability of the ecosystem. The curricula cover a full range of subjects in watershed science which align to the ERP goals, including water quality monitoring; native and non-native wildlife populations and needs, including mammals, amphibians, aquatic insects, birds, and fish; vegetation management; soils and geology; habitats and relationships; ecosystem processes; watershed physics; and human needs and impacts. The curricula are adaptable to a diversity of ecosystem types, from coastal to

¹(*Adopt-A-Watershed Leadership Institute Evaluation Report*, July 1998, by Mary Tribbey, *Education for the Future*, CSU, Chico.)

floodplain to forest to desert. Past student projects have included planting native plants, willows, and trees; water monitoring; erosion control; raising salmon and steelhead fish; stream and estuary habitat inventory and restoration; and wildlife population studies and habitat improvement, among others. Over the course of 13 years, the students will study aspects of the topic areas of the CALFED scientific uncertainties.

One purpose of the design of the Leadership Institute is to establish the *structure* which will link schools to partners in the community and bring together elements of the community for the common purpose of watershed restoration. This coincides with the stated CALFED Bay-Delta Program and CVPIA goal to develop community partnerships.

The students both learn from the community through their partnerships, and teach the community through school open house events, watershed fairs, science fairs, murals, brochures, interpretive walks, puppet shows, native-plant sales, endangered-species posters, plays, art shows, attending public meetings, and a watershed Congress, among other activities. The media are used extensively for increasing public awareness.

QUALIFICATIONS OF KEY STAFF

Project Director: Kim Stokely, Founder/Executive Director, is a K-12 science teacher and wildlife biologist. Her experience developing and implementing science and environmental education programs includes service as Field Studies Director at the Yosemite Institute and as Science Coordinator for the Mountain Valley Unified School District.

Workshop Coordinator: Patrick Truman has worked for a variety of local, state, and federal resource management agencies, has extensive nonprofit experience as an executive director in the area of human services and natural resource conservation, and has worked in a multi-stakeholder collaborative process as a watershed coordinator for the past 4 years.

Admin. Asst.: Carol Dawes, Office Systems Manager, has twenty-five years of experience in business, including merchandising, product development, and office management.

Administrative Director: Priscilla **Henson** has more than ten years' experience in the areas of human resources, accounting, and employee compensation.

Co-facilitator: Nancy Jones is an independent consultant who specializes in delivering high-quality in-service training to elementary-school teachers, drawing upon her many years of classroom teaching experience, along with an extensive background in AAW leadership training. She recently won one of three awards given in California by the National Science Foundation for excellence in science teaching.

Co-facilitator: Emilio Williams currently serves as President of the KOI Group Environmental specializing in group cultural competency training, facilitation, storytelling, staff and organizational development to enhance mutual trust, respect, and freedom of expression.

AAW On-site Workshop Facilitators: The on-site workshop facilitators, all of whom have extensive experience in training teachers in the AAW program, include Kim Stokely, Nancy Jones, Rob Wade, Toni Rockwell, and Laura Lee Lienk.

Leadership Institute Presenters: The Leadership Institute utilizes professional presenters for workshops dealing with scientific, technological, educational, multi-cultural, and collaborative methods and concepts. They are the following:

Curricula facilitators:

Toni Rockwell is an elementary educator with 22 years of teaching experience in grades K-5. She has received 3 mentorships and has organized and facilitated 5 AAW teacher trainings in her school district.

Rob Wade has 5 years experience as an AAW facilitator and is Vice President of AAWs Board of Directors. He has a BS in Conservation and Resource Studies and is currently Director of the Plumas County Residential Outdoor Program, Chair of the Board of Directors of the Plumas National Forest Interpretive Assn., on the Board of the Feather River Land Trust, and works as a naturalist for many groups.

Dr. Laura Lee Lienk is director of the *Return of the Natives Restoration Education Program* and works with the Service Learning and Watershed Institutes at CSU, Monterey Bay. She has 3 years of experience with AAW and 23 years in environmental education.

Other Presenters:

Kevin Wolf, Wolf and Associates, has 15 years experience in meeting facilitation and advisory committee development. His work includes facilitation in environmental fields among groups such as governmental, public, and scientific representatives.

Pamela Michaels is director of the *River of Words* watershed poetry contest.

Dr. Terri Davis, Assoc. Professor at CSU, Chico, Dept. of Professional Studies in Education, is with 1 of 6 nationwide Service Learning sites funded by the Corp. for National Service Learning and the American Assn. of Colleges for Teachers of Education.

Stephanie Stowell, National Wildlife Fed., presents their *School Yard Habitats* program.

Linda Braatz-Brown, Coordinator of Math, Health, and Science Education at the Ontario-Montclair School District, presents a teacher mentoring program.

Miriam Volat, from *Reality Check*, presents on team building.

WestEd Educational Research presents on information sharing on the Internet.

Center for Global Environmental Education, *Rivers of Life Program*, presents on watershed-education technology.

Community Matters presents on partnership development.

River Network presents on water quality monitoring.

S. T. & C. Associates present *Systems Thinking/Systems Changing: a Simulation of Organization Transformation*.

Dr. Gerald Lieberman, Program Director for the State Education and Environment Roundtable, presents on the EIC (Environment as an Integrating Concept) model and does the evaluation of the Institute. The Roundtable has designed a study to identify the most innovative and successful environment-based education programs.

GLOBE (Global Learning and Observations to Benefit the Environment) offers training on conducting field studies and data collection.

Computer mapping: presenter to be decided.

LOCAL INVOLVEMENT

AAW works with schools through ongoing partnerships in several communities in California, including in the Bay-Delta and its tributary watersheds. These partnerships (sometimes already-established Leadership teams) can act as an avenue for discovering new teams wishing to participate in our program. We are seeking funding to sponsor 10 new teams each year (for 3 years) in the Bay-Delta watershed for our Leadership Institute. Partners for the first year have identified the following schools and/or watersheds:

Sacramento River Discovery Center, Red Bluff—Tehama Co.

Evergreen Elementary, Cottonwood Creek, Zone 5

Red Bluff HS, main stem Sacramento River, Zone 3

Gateway Unified School District, Redding—Shasta Co.

Grand Oaks Discovery Charter School, Battle Creek and Moody Creel, Zone 4

Four Winds of Indian Education, Chico—Butte Co.

Big Chico Creek and Lindo Channel in Chico and within Bidwell Park, Zone 7

Local Indians for Education (LIFE), Shasta City—Shasta Co.

Whiskeytown Lake/upper Cottonwood Creek area, Zone 4

Making Waves After School Project, Richmond—Contra Costa Co.

Richmond Unified School District students, San Pablo Bay, Zone 2

So. Sonoma RCD, Petaluma—So. Sonoma Co.

Petaluma River, Stemple Creek, and Sonoma Creek, Zone 2

Sonoma Creek AAW, Sonoma—Sonoma Co.

Sonoma Valley Unified School District, Sonoma Creek, Zone 2

Anne Stephens, teacher, Chico—Butte Co.

Big Chico Creek, Zone 7

San Joaquin Co. Office of Education, Stockton—San Joaquin Co.

San Joaquin River, Zone 11

Bella Vista Water District, Bella Vista—Shasta Co.
Bella Vista Elementary, Cow Creek, Zone 4

The notification letters sent to governing bodies are general in nature. Collaboration and notification of appropriate people is a critical component of AAW and its Leadership Institute. It is the role of the team's Community Coordinator to be the interface between the teachers and government officials; however, that relationship is often cultivated *after* training at our Summer Institute. Notification of officials is ongoing during the school year so that the Coordinator can give useful information regarding numbers of schools and types of projects. More schools become involved in the program during the school year via the on-site workshops. All projects are overseen by community partners who have the expertise and ability to guide the project with the appropriate regulatory authority.

AAW LEADERSHIP INSTITUTE
ESTIMATED BUDGET

EXPENSES			1 Year Amount Requested	Cost Share	1 Year Total Project
PERSONNEL COSTS					
<u>Level of Staff-Salaried</u>	<u>#Hours</u>	<u>Hourly Rate</u>			
Project Director	2080	\$24.04	\$ 25,000	\$ 25,000	\$ 50,000
Workshop Coordinator	2080	\$14.42	15,000	15,000	30,000
Administrative Director	1560	\$14.42	11,247	11,247	22,494
Admin. Asst.	1560	12.02	9,376	9,376	18,752
Benefits (19%)			11,519	11,519	23,038
Personnel- Subtotal			72,142	72,142	144,284
Travel					
Director (to Institute sites, meetings with teams, schools, funders, potential teams, site trainings)			2,250	2,250	4,500
Planning Workshop (7813 mi. x .32)			1,250	1,250	2,500
Supplies					
Instructional Materials			11,370	11,370	22,740
Leadership manual (65 participants + 5 facilitators + 10 presenters x \$55)					
Facilitator's manual (65 participants + 5 facilitators + 10 presenters x \$25)					
Coordinator's manual (20 teams + 5 facilitators + 10 presenters x \$25)					
Portfolio (20 teams + 5 facilitators + 10 presenters x \$25)					
Fundraising manual (20 teams + 5 facilitators + 10 presenters x \$25)					
Curriculum unit for each participant (65 x \$60 average)					
Reading materials (6 books for \$140 x 65)					
Journals and art supplies (65 x \$11)					
Instructional Supplies (posterboard, tape, etc. for Institute)			750	750	1,500
Materials Stipend (65 participants x \$200)			6,500	6,500	13,000
Contracted Services					
Leadership Institute Co-Facilitators			7,850	7,850	15,700
Summer (10 days x \$400 fee + \$500 travel x 2 facilitators = \$9000)					
Spring (5 days x \$400 fee + \$300 travel x 1 facilitator = \$2300)					
Planning (11 days x \$400 fee = \$4,400)					
Leadership Institute Presenters (16 x \$625)			5,000	5,000	10,000
Summer (11)					
Spring (5)					
AAW On-site Workshop Facilitators (80 workshops x \$600 fee)			24,000	24,000	48,000
(4 days x 20 teams)					
Evaluation			4,000	4,000	8,000
Summer Institute Facility (65 participants + 10 presenters x 8 days x \$89)			26,700	26,700	53,400
Spring Retreat Facility (65 participants + 10 presenters x 4 days x \$89)			13,350	13,350	26,700
Planning Facility (10 planners x 2 days x \$50)			500	500	1,000
Shipping					
Training materials, curricula, kits, other supplies and info packets to on-site workshops, Summer and Spring institutes.			3,000	3,000	6,000
Public Relations					
Brochures, info packets to communities, conferences			1,000	3,000	4,000
Subtotal			179,662	181,662	361,324
Overhead (10%)			17,966	18,166	36,132
Equipment				3,500	3,500
TOTAL Estimated Budget. 1 Year			\$ 197,628	\$ 203,328	\$ 400,956

NOTE:

Budgets for years 2 and 3 are projected to mirror year 1.

**Totals for 1 - 3 years
Based on
20 Teams per Year**

<u>Personnel</u>	<u>Request</u> <u>Year 1</u>	<u>Total</u> <u>Year 1</u>	<u>Request</u> <u>2 Years</u>	<u>Total</u> <u>2 Years</u>	<u>Request</u> <u>3 Years</u>	<u>Total</u> <u>3 Years</u>
Project Director	\$ 25,000	\$ 50,000	\$ 50,000	\$100,000	\$ 75,000	\$ 150,000
Workshop Coordinator	15,000	30,000	30,000	60,000	45,000	90,000
Admin. Director	11,247	22,494	22,494	44,988	33,741	67,482
Admin. Asst.	9,376	18,752	18,752	37,504	28,128	56,256
Benefits	11,519	23,038	23,038	46,076	34,557	69,114
Total Personnel	72,142	144,284	144,284	288,568	216,426	432,852
Travel	3,500	7,000	7,000	14,000	10,500	21,000
Supplies	18,620	37,240	37,240	74,480	55,860	111,720
Contracted Services	81,400	162,800	162,800	325,600	244,200	488,400
Shipping	3,000	6,000	6,000	12,000	9,000	18,000
Public Relations	1,000	4,000	2,000	8,000	3,000	12,000
Overhead	17,966	36,132	35,932	72,264	53,898	108,396
Equipment		3,500		7,000		10,500
TOTALS	<u>\$197,628</u>	<u>\$400,956</u>	<u>\$395,256</u>	<u>\$801,912</u>	<u>\$592,884</u>	<u>\$1,202,868</u>

Project Management includes: Salaries and benefits for Administrative Director, Project Director, and Administrative Assistant.

The Project Director will oversee the implementation of the project and will be responsible for the progress reports.

The Administrative Director will be responsible for maintaining the project budget and handling all billing and financial requirements associated with the project.

The Administrative Assistant will aid in tracking teams' progress during the course of the project.

Overhead Costs include: Telephones & fax, postage, copying, office supplies, rent, utilities, insurance and audit expenses.


Cost-Share

<u>In-Kind</u>	<u>1 Year</u>	<u>3 Years</u>
GLOBE (2 people, travel, computers, equip.)	\$ 10,000	\$ 30,000
Resource Agency Personnel (5people x \$200 x 12 days)	12,000	36,000
Team Salaries (4/team x 18 days x \$200 x 20 teams)	288,000	864,000

Cash Match

Fees For Service (\$500 co-pay x 4/team x 20 teams)	40,000	120,000
Robert Brownlee Foundation (have received for past 4 years)	10,000	30,000
EPA (have received for the past 4 years)	50,000	150,000
Tides Foundation (have received varied amounts for 5 years)	30,000	90,000
Dept. of Fish and Game (received funding for 2000-2001 for 1 team)	146,571	
Corp. for National Service	\$275,100	\$ 783,200

Year	Task	Direct Labor Hours	Subject to Overhead					Shipping	Public Relations	Overhead (10%)	Total Cost
			Salary	Benefits	Travel	Supplies & Expendables	Service Contracts				
Year 1	Task 1	445	\$7,709	\$1,465	\$1,624	\$11,870	\$500	\$500	\$1,000	\$2,467	\$27,135
	Task 2	208	\$3,854	\$732	\$200	\$6,500	\$37,838			\$4,912	\$54,036
	Task 3	1718	\$27,071	\$5,144	\$1,402		\$24,000	\$2,500		\$6,012	\$66,129
	Task 4	445	\$7,709	\$1,465	\$274	\$250	\$19,062			\$2,876	\$31,636
	Project Management	1032	\$11,280	\$2,713						\$1,699	\$18,692
Total Cost Year 1			\$60,623	\$11,519	\$3,500	\$18,620	\$81,400	\$3,000	\$1,000	\$17,966	\$197,628
Year 2	Task 1	445	\$7,709	\$1,465	\$1,624	\$11,870	\$500	\$500	\$1,000	\$2,467	\$27,135
	Task 2	208	\$3,854	\$732	\$200	\$6,500	\$37,838			\$4,912	\$54,036
	Task 3	1718	\$27,071	\$5,144	\$1,402		\$24,000	\$2,500		\$6,012	\$66,129
	Task 4	445	\$7,709	\$1,465	\$274	\$250	\$19,062			\$2,876	\$31,636
	Project Management	1032	\$11,280	\$2,713						\$1,699	\$18,692
Total Cost Year 2			\$60,623	\$11,519	\$3,500	\$18,620	\$81,400	\$3,000	\$1,000	\$17,966	\$197,628
Year 3	Task 1	445	\$7,709	\$1,465	\$1,624	\$11,870	\$500	\$500	\$1,000	\$2,467	\$27,135
	Task 2	208	\$3,854	\$732	\$200	\$6,500	\$37,838			\$4,912	\$54,036
	Task 3	1718	\$27,071	\$5,144	\$1,402		\$24,000	\$2,500		\$6,012	\$66,129
	Task 4	445	\$7,709	\$1,465	\$274	\$250	\$19,062			\$2,876	\$31,636
	Project Management	1032	\$14,280	\$2,713						\$1,699	\$18,692
Total Cost Year 3			\$60,623	\$11,519	\$3,500	\$18,620	\$81,400	\$3,000	\$1,000	\$17,966	\$197,628
Total Project Cost			\$181,869	\$34,557	\$10,500	\$55,860	\$244,200	\$9,000	\$3,000	\$53,898	\$592,884

APPLICATION FOR FEDERAL ASSISTANCE I. NPE OF SUBMISSION <table border="0"> <tr> <td>Application</td> <td>Preapplication</td> </tr> <tr> <td><input type="checkbox"/> Construction</td> <td><input type="checkbox"/> Construction</td> </tr> <tr> <td><input checked="" type="checkbox"/> Non-Construction</td> <td><input type="checkbox"/> Non-Construction</td> </tr> </table>		Application	Preapplication	<input type="checkbox"/> Construction	<input type="checkbox"/> Construction	<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Non-Construction	2. DATE SUBMITTED 12-May-00	applicant Identifier N/A								
		Application	Preapplication														
		<input type="checkbox"/> Construction	<input type="checkbox"/> Construction														
		<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Non-Construction														
3. DATE RECEIVED BY STATE	State Application Identifier NIA																
4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier																
5. APPLICANT INFORMATION																	
Legal Name: Adopt-A-Watershed		Organizational Unit: Educational Services															
Address (give city, county, state and zip code): P.O. Box 1850 Hayfork, CA 96041-1850		Name and telephone number of the person to be contacted on matters involving this application (give area code) Kim Stokely (530) 628-5334															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 68-0365504		TYPE OF APPLICANT: (enter appropriate letter in box) N <table border="0"> <tr> <td>A. STATE</td> <td>H. INDEPENDENT SCHOOL DIST.</td> </tr> <tr> <td>B. COUNTY</td> <td>I. STATE CONTROLLED INSTITUTION OF HIGHER LEARNING</td> </tr> <tr> <td>C. MUNICIPAL</td> <td>J. PRIVATE UNIVERSITY</td> </tr> <tr> <td>D. TOWNSHIP</td> <td>K. INDIAN TRIBE</td> </tr> <tr> <td>E. INTERSTATE</td> <td>L. INDIVIDUAL</td> </tr> <tr> <td>F. INTERMUNICIPAL</td> <td>M. PROFIT ORGANIZATION</td> </tr> <tr> <td>G. SPECIAL DISTRICT</td> <td>N. OTHER (SPECIFY): Non-Profit Organization</td> </tr> </table>		A. STATE	H. INDEPENDENT SCHOOL DIST.	B. COUNTY	I. STATE CONTROLLED INSTITUTION OF HIGHER LEARNING	C. MUNICIPAL	J. PRIVATE UNIVERSITY	D. TOWNSHIP	K. INDIAN TRIBE	E. INTERSTATE	L. INDIVIDUAL	F. INTERMUNICIPAL	M. PROFIT ORGANIZATION	G. SPECIAL DISTRICT	N. OTHER (SPECIFY): Non-Profit Organization
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G. SPECIAL DISTRICT	N. OTHER (SPECIFY): Non-Profit Organization																
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision enter appropriate letter: _____ <table border="0"> <tr> <td>A. Increase Award</td> <td>E. Decrease Award</td> </tr> <tr> <td>C. Increase Duration</td> <td>Other (Specify)</td> </tr> <tr> <td>D. Decrease Duration</td> <td></td> </tr> </table>		A. Increase Award	E. Decrease Award	C. Increase Duration	Other (Specify)	D. Decrease Duration		NAME OF FEDERAL AGENCY 									
A. Increase Award	E. Decrease Award																
C. Increase Duration	Other (Specify)																
D. Decrease Duration																	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE:		1. DESCRIPTIVE TITLE OF APPLICANTS PROJECT: Adopt-A-Watershed Leadership Institute															
12. AREAS AFFECTED BY PROJECT: Bull, Tehama, Shasta, Contra costa, Sonoma, San Joaquin Counties																	
13. PROPOSED PROJECT: 14. CONGRESSIONAL DISTRICTS OF:																	
Start Date 5/1/2001	Ending Date 06/30/2004	a. Applicant 2	b. Project 2,3,6,7,11														
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?															
a. Federal	\$ 592,884.00	a. YES. THIS PREAPPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: _____															
b. Applicant	\$ 609,984.00	b. NO. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372															
c. State	0	OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW															
d. Local	0	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? NO															
e. Other	0																
f. Program Income	0																
g. TOTAL	\$ 1,202,868.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED																	
a. Typed Name of Authorized Representative Kim Stokely		b. Title Executive Director															
c. Telephone number (530) 628-5334																	
d. Signature of Authorized Representative 		e. Date Signed 5/11/2000															

BUDGET INFORMATION - Non -Construction Programs**SECTION A - BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 EIS/EIR	98-541					
2						
3						
4						
5. TOTALS						

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total 5
	1) CalFed	1) Applicant	1)	1)	
a. Personnel	\$ 181,869.00	\$ 181,869.00			\$ 363,738.00
b. Fringe Benefits	\$ 34,557.00	\$ 34,557.00			\$ 69,114.00
c. Travel	\$ 10,500.00	\$ 10,500.00			\$ 21,000.00
d. Equipment		\$ 10,500.00			\$ 10,500.00
e. Supplies	\$ 55,860.00	\$ 55,860.00			\$ 111,720.00
f. Contractual	\$ 244,200.00	\$ 244,200.00			\$ 488,400.00
g. Construction					\$ -
h. Other	\$ 12,000.00	\$ 18,000.00			\$ 30,000.00
i. Total Direct Charges (sum of 6a-6h)	\$ 538,986.00	\$ 555,486.00			\$ 1,094,472.00
j. Indirect Charges	\$ 53,898.00	\$ 54,498.00			\$ 108,396.00
k. TOTALS (sum of 6i and 6j)	\$ 592,884.00	\$ 609,984.00			\$ 1,202,868.00
7. Program Income					

SECTION C - NON-FEDERAL RESOURCES							
(a) Grant Program	(b) Applicant		(c) State		(d) Other Sources		(e) TOTALS
8							
9							
10							
11							
12. TOTALS (sum of lines 8 and 11)							
SECTION D - FORCASTED CASH NEEDS							
	Total for 1st Year	1st Quarter		2nd Quarter		3rd Quarter	4th Quarter
13. Federal	\$ 197,628.00	\$ 85,844.00		\$ 33,014.00		\$ 33,014.00	\$ 45,756.00
14. NonFederal							
15. TOTAL (Sum of lines 13 and 14)							
	\$ 197,628.00	\$ 85,844.00		\$ 33,014.00		\$ 33,014.00	\$ 45,756.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT							
	FUTURE FUNDING PERIODS (YEARS)						
(a) Grant Program	(b) First		(c) Second		(d) third		(e) Fourth
16 CalFed	\$ 197,628.00		\$ 197,628.00		\$ 197,628.00		\$ 197,628.00
17							
18							
19							
20. TOTALS (Sum of lines 16-19)							
	\$ 197,628.00		\$ 197,628.00		\$ 197,628.00		\$ —
SECTION F - OTHER BUDGET INFORMATION							
(Attach Additional Sheets if Necessary)							
21. Direct Charges: \$ 538,986.00				22. Indirect Charges: \$ 53,898.00			
23. Remarks							

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7325) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

NONDISCRIMINATION COMPLIANCE STATEMENT

STD. 110 (REV. 3-95) FMC

COMPANY NAME

ADOPT - A - _____ SHED

The company **named** above (hereinafter referred to as "prospective contractor") hereby certifies, unless specifically exempted, compliance with Government Code Section 12990 (a-f) and California Code of Regulations, Title 2, Division 4, Chapter 5 in **matters** relating to reporting requirements and the development, implementation and maintenance of a Nondiscrimination Program. Prospective contractor agrees not to **unlawfully** discriminate, harass or allow harassment against any employee or applicant for employment because of **sex**, race, color, **ancestry**, religious **creed**, **national origin**, **disability** (including HIV and AIDS), medical condition (cancer), age, **marital** status, denial of **family** and medical **care** leave and denial of pregnancy **disability** leave.

CERTIFICATION

*I, the official named **below** hereby swear that I am duly authorized to legally bind the prospective contractor to the above described certification. I am fully aware that this certification, executed on the date and in the county **below**, is made under penalty of perjury under the laws of the State of California*

OFFICIAL'S NAME

KIM STOKELY

DATE EXECUTED

MAY 11, 2000

EXECUTED IN THE COUNTY OF

TRINITY

PROSPECTIVE CONTRACTOR'S SIGNATURE

PROSPECTIVE CONTRACTOR'S TITLE

EXECUTIVE DIRECTOR

PROSPECTIVE CONTRACTOR'S LEGAL BUSINESS NAME

ADOPT - A - WATERSHED

Agreement No. _____

Exhibit _____

ADDITIONAL STANDARD CLAUSES

Recycled Materials. Contractor hereby certifies under penalty of perjury that ____ (enter value or "0" here) percent of the materials, goods and supplies offered or products used in the performance of this Agreement meets or exceeds the minimum percentage of recycled material as defined in Sections 12161 and 12200 of the Public Contract Code.

Severability. If any provision of this Agreement is held invalid or unenforceable by any court of final jurisdiction, it is the intent of the parties that all other provisions of this Agreement be construed to remain fully valid, enforceable, and binding on the parties.

Governing Law. This Agreement is governed by and shall be interpreted in accordance with the laws of the State of California.

Y2K Language. The Contractor warrants and represents that the goods or services sold, leased, or licensed to the State of California, its agencies, or its political subdivisions, pursuant to this Agreement are "Year 2000 compliant." For purposes of this Agreement a good or service is Year 2000 compliant if it will continue to fully function before, at, and after the Year 2000 without interruption and, if applicable, with full ability to accurately and unambiguously process, display, compare, calculate, manipulate, and otherwise utilize date information. This warranty and representation supersedes all warranty disclaimers and limitations and all limitations on liability provided by or through the Contractor.

Child Support Compliance Act. For any Agreement in excess of \$100,000, the Contractor acknowledges in accordance therewith, that:

1. The Contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with Section 5200) of Part 5 of Division 9 of the Family Code; and
2. The Contractor, to the best of its knowledge, is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

**STANDARD CLAUSES -
SERVICE & CONSULTANT SERVICE CONTRACTS FOR \$5,000 & OVER WITH NONPUBLIC ENTITIES**

Workers' Compensation Clause. Contractor affirms that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that Code, and Contractor affirms that it will comply with such provisions before commencing the performance of the work under this contract.

National Labor Relations Board Clause. In accordance with Public Contract Code Section 10296, Contractor declares under penalty of perjury that no more than one final, unappealable finding of contempt of court by a federal court has been issued against the Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a federal court which orders Contractor to comply with an order of the national Labor Relations Board.

Nondiscrimination Clause. During the performance of this contract, the recipient, Contractor and its subcontractors shall not deny the contract's benefits to any person on the basis of religion, color, ethnic group identification, sex, age, physical or mental disability, nor shall they discriminate unlawfully against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, mental disability, medical condition, marital status, age (over 40), or sex. Contractor shall insure that the evaluation and treatment of employees and applicants for employment are free of such discrimination. Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.), the regulations promulgated thereunder (California Administrative Code, Title 2, Sections 7285.0 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Government Code Sections 11133 - 11134.5), and the regulations or standards adopted by the awarding State agency to implement such article. Contractor or recipient shall permit access by representatives of the Department of Fair Employment and Housing and the awarding State agency upon reasonable notice at any time during the normal business hours, but in no case less than 24 hours' notice, to such of its books, records, accounts, other sources of information and facilities as said Department or Agency shall require to ascertain compliance with this clause. Recipient, Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement. The Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

Statement of Compliance. The Contractor's signature affixed hereto and dated shall constitute a certification under penalty of perjury under the laws of the State of California that the Contractor has, unless exempted, complied with the nondiscrimination program requirements of Government Code Section 12990 and Title 2, California Code of Regulations, Section 8103.

Performance Evaluation. For consulting service agreements, Contractor's performance under this contract will be evaluated after completion. A negative evaluation will be filed with the Department of General Services.

Availability of Funds. Work to be performed under this contract is subject to availability of funds through the State's normal budget process.

Audit Clause. For contracts in excess of \$10,000, the contracting parties shall be subject to the examination and audit of the State Auditor for a period of three years after final payment under the contract. (Government Code Section 8546.7).

Payment Retention Clause. Ten percent of any progress payments that may be provided for under this contract shall be withheld per Public Contract Code Sections 10346 and 10379 pending satisfactory completion of all services under the contract.

Reimbursement Clause. If applicable, travel and per diem expenses to be reimbursed under this contract shall be at the same rates the State provides for unrepresented employees in accordance with the provisions of Title 2, Chapter 3, of the California Code of Regulations. Contractor's designated headquarters for the purpose of computing such expenses shall be: _____

Disabled Veteran Business Enterprise Participation Requirement Audit Clause. Contractor or vendor agrees that the awarding department or its delegates will have the right to review, obtain, and copy all records pertaining to performance of the contract. Contractor or vendor agrees to provide the awarding department or its delegate access to its premises, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts, and other material that may be relevant to a matter under investigation for the purpose of determining compliance with Public Contract Code Section 10115 et seq. Contractor or vendor further agrees to maintain such records for a period of three (3) years after final payment under the contract. Title 2 CCR Section 1896.75.

Priority Hiring Considerations. For contracts in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the contract to qualified recipients of aid under Welfare and Institutions Code Section 11200. (Public Contract Code Section 10353).



May 12, 2000

Planning Department
Shasta Lake City Hall
1650 Stanton Drive
Shasta Lake, CA 96019

Dear Planners:

The Adopt-A-Watershed program is applying for a grant from the CALFED Bay-Delta Ecosystem Restoration Program. As part of the process we are notifying you that, if we are funded, schools in your community using **our** program will be doing watershed monitoring, restoration, and public education projects.

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Over the past 10 years AAW has gained more than 8,000 teachers from across the nation — reaching more than 80,000 students each year, with a majority of these students located in northern and central California. The program is being used in 18 US states and China and Mexico.

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If you have questions regarding Adopt-A-Watershed activities, please contact the Adopt-A-Watershed program at 530-628-5334 or Lillie Minsart at 530-275-7040.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Stokely", is written over the typed name.

Kim Stokely
Program Director

Butte County Board of Supervisors
25 County Center Drive
Oroville, CA 95965

May 12, 2000



Dear Supervisors:

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Sincerely,

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Kim Stokely
Program Director



Tehama County Board of Supervisors
P. O. Box 250
Red Bluff, CA 96080

May 12, 2000

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Sincerely,

Kim Stokely
Program Director



Glenn Hawes
Shasta County Board of Supervisors
1815 Yuba Street
Redding, CA 96001

May 12, 2000

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Sincerely,

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Kim Stokely
Program Director



Sonoma County Board of Supervisors
575 Administration Drive
Santa Rosa, CA 95401

May 12, 2000

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Sincerely,

Kim Stokely
Program Director



San Joaquin County Board of Supervisors
222 E. Weber Ave., Rm. 701
Stockton, CA 95202

May 12, 2000

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Sincerely,

Kim Stokely
Program Director

Mike Cale, Supervisor
Sonoma County Board of Supervisors
575 Administration Drive
Santa Rosa, CA 95401

May 12, 2000



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Sincerely,

A handwritten signature in dark ink, appearing to read "Kim Stokely".

Kim Stokely
Program Director



Delta Protection Commission
13215 River Road
P. O. Box 530
Walnut Grove, CA 95690

May 12, 2000

Dear Sirs:

The Adopt-A-Watershed program is applying for a grant from the CALFED Bay-Delta Ecosystem Restoration Program. As part of the process we are notifying you that, if we are funded, schools in the Stockton vicinity using our program will be doing watershed monitoring, restoration, and public education projects.

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Sincerely,

Kim Stokely
Program Director



May 12, 2000

Bay Conservation and Development Commission
30 Van Ness Ave., Room 2011
San Francisco, CA 94102

Dear Sirs:

The Adopt-A-Watershed program is applying for a grant from the CALFED Bay-Delta Ecosystem Restoration Program. As part of the process we are notifying you that, if we are funded, students from schools in the Richmond vicinity using our program will be doing watershed monitoring, restoration, and public education projects.

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Sincerely,

Kim Stokely
Program Director

Superintendent Jim Milestone
Whiskeytown National Recreation Area
P.O.Box 188
Whiskeytown, CA 96095-0188

May 12, 2000



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Kim Stokely
Program Director



May 12, 2000

Sonoma County Planning Department
575 Administration Drive
Santa Rosa, CA 95401

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Sincerely,

Kim Stokely
Program Director



May 12, 2000

City Council
Shasta Lake City Hall
1650 Stanton Drive
Shasta Lake, CA 96019

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Sincerely,

Kim Stokely
Program Director



May 12, 2000

Butte County Planning Commission
7 County Center Drive
Oroville, CA 95965

Dear Sirs:

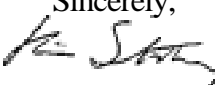
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Sincerely,

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Program Director



May 12, 2000

George Robson
Tehama County Planning Department
Courthouse Annex, Rm. 1
444 Oak St.
Red Bluff, CA 96080

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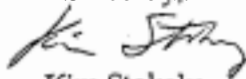
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May 12, 2000

Shasta County Planning Department
1855 Placer
Redding, CA 96001

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Sincerely,

Kim Stokely 4
Program Director



May 12, 2000

San Joaquin County Planning Department
222 E. Weber Ave., Rm. 701
Stockton, CA 95202

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Over the past 10 years AAW has trained more than 8,000 teachers from across the nation — reaching more than 80,000 students each year, with a majority of these students located in northern and central California. The program is being used in 18 US states and China and Mexico.

Funding from the CALFED program would sponsor a team of teachers and other community members at our 2001-2002 Leadership Institute, a professional development program designed to equip members with the education and community-partnering skills necessary for a sustainable watershed education program. The teachers in your area will eventually be doing monitoring and restoration projects with their students, however the locations have not yet been identified as those locations and the projects are chosen in collaboration with community partners (resource agency personnel, landowners, government officials, and others).

If you have questions regarding Adopt-A-Watershed activities, please contact the Adopt-A-Watershed program at 530-628-5334.

Sincerely,

Kim Stokely
Program Director

Environmental Compliance Checklist

All applicants must fill out this Environmental Compliance Checklist. Applications must contain answers to the following questions to be responsive and to be considered *for funding*. **Failure to answer these questions and include them with the application will result in the application being considered nonresponsive and not considered for funding.**

1. Do any of the actions included in the proposal require compliance with either the California Environmental Quality Act (CEQA), the National Environmental Policy Act (NEPA), or both?

YES

 X
NO

2. If you answered yes to # 1, identify the lead governmental agency for CEQA/NEPA compliance.

Lead Agency

3. If you answered no to # 1, explain why CEQA/NEPA compliance is not required for the actions in the proposal.

All AAW activities are chosen during the school year and would be under the guidance of agencies that can guide the project with appropriate authority.

4. If CEQA/NEPA compliance is required, describe how the project will comply with either or both of these laws. Describe where the project is in the compliance process and the expected date of completion.

5. Will the applicant require access across public or private property that the applicant does not own to accomplish the activities in the proposal?

 N/A
YES

NO

If yes, the applicant must attach written permission for access from the relevant property owner(s). Failure to include written permission for access may result in disqualification of the proposal during the review process. Research and monitoring field projects for which specific field locations have not been identified will be required to provide access needs and permission for access with **30 days of** notification of approval.

Land Use Checklist

All applicants must fill out this Land Use Checklist for their proposal. Applications must contain answers to the following questions to be responsive and to be considered for funding. Failure to answer these questions and include them with the application will result in the application being considered nonresponsive and not considered for funding.

1. Do the actions in the proposal involve physical changes to the land (i.e. grading, planting vegetation, or breaching levees) or restrictions in land use (i.e. conservation easement or placement of land in a wildlife refuge)?

X
YES

NO

2. If NO to # 1, explain what type of actions are involved in the proposal (i.e., research only, planning only).

3. If YES to # 1, what is the proposed land use change or restriction under the proposal?

All AAW activities are chosen during the school year and would be under the guidance of agencies who can guide the project with appropriate authority.

4. If YES to # 1, is the land currently under a Williamson Act contract?

N/A
YES

NO

5. If YES to # 1, answer the following:

Current land use N/A
Current zoning
Current general plan designation N/A

6. If YES to # 1, is the land classified as Prime Farmland, Farmland of Statewide Importance or Unique Farmland on the Department of Conservation Important Farmland Maps?

N/A
YES

NO

X
DON'T KNOW

7. If YES to # 1, how many acres of land will be subject to physical change or land use restrictions under the proposal?

N/A

8. If YES to # 1, is the property currently being commercially farmed or grazed?

N/A
YES

NO

9. If YES to # 8, what are

the number of employees
the total number of employees



Southern Sonoma County Resource Conservation District
1301 Redwood Way, Suite 170 - Petaluma, CA 94954 - (707)794-1242

April 27, 2000

CALFED Bay-Delta Program
1416 Ninth Street, Suite 1155
Sacramento, CA 95814

Dear Sirs,

The Southern Sonoma County Resource Conservation District (SSCRCD) is pleased to continue working with Adopt-A-Watershed(AAW) in efforts to increase watershed awareness and knowledge in local schools.

Historically, SSCRCD has primarily provided assistance to landowners in the Petaluma, Sonoma Creek, and Stemple Creek Watersheds. This assistance ranges from on-site technical advice to small restoration projects to full-scale demonstration projects. More recently, our Board of Directors has shown a strong willingness to work with local schools thus connecting students to the agricultural community surrounding them. SSCRCD is committed to expanding the educational component of our outreach programs to achieve this goal.

Over the past few years, SSCRCD has provided AAW trainings for teachers in Sonoma County. SSCRCD has partnered with local schools to complete projects such as streambank restoration, wildflower seeding and habitat enhancement. Local teachers and administrators have shown interest in implementing the AAW curriculum based on the versatility and thoroughness of the program. SSCRCD will continue to support these schools and their environmental education programs.

SSCRCD will continue to work with Adopt-A-Watershed by providing training for interested teachers and community members. SSCRCD will also provide support for classrooms looking for restoration or enhancement projects to complete. We will also support a team interested in attending the AAW 2001 National Leadership Institute and will actively collaborate with this team to expand local programs that have already been initiated.

Thank You,

Leandra Swent
District Manager
Southern Sonoma County
Resource Conservation District



United States
Department of
Agriculture

Natural
Resources
Conservation
Service

Reina Rogers – CA American Indian Liaison
P.O. Box 286
Taylorsville, CA 95983
(530) 284-1619 (530) 284-7056 FAX

April 25, 2000

CALFED Bay-Delta Program
1416 Ninth Street, Suite 1155
Sacramento, CA 95814

Dear Sirs:

As the District Conservationist in Plumas County since 1992, I have been in a position to observe and participate for the last 5 years the implementation of the Adopt-A-Watershed program at Greenville Elementary, Greenville High School, and at the Indian Education Center in Greenville - Round House Council. This curriculum and community involvement are essential parts in producing citizens that are well informed on local watershed issues. Youth as well as adults develop a sincere sense of stewardship when they are directly involved in hands-on projects.

As of this year I have taken a new position with NRCS as the statewide American Indian Liaison for California. As the American Indian Liaison, I bring NRCS assistance to native people and Tribal Nations in California. The Adopt-A-Watershed program helps fulfill the NRCS objective in providing natural resources conservation education to communities as well as being culturally relevant to native people. Working with youth also assists in making native people aware of our services and programs in general. We have been building a relationship between NRCS and Indian Education Centers to bring this curriculum and strategy forward for our mutual benefit.

Sending teams to the AAW 2001 National Leadership Institute for professional development training will expand our partnerships and bring a sustainable natural resources education program to Indian Education Centers. Thank you for your consideration and support.

Best regards,

Reina L.W. Rogers
American Indian Liaison

Cc: AAW, file



Sacramento River Discovery Center

CALFED Bay-Delta Program
1416 Ninth St., Suite 1155
Sacramento, CA 95814

Cathy Klinesteker
Executive Director

P.O. Box 1298
Red Bluff, CA 96080

Phone: (530) 527-1196

Fax: (530) 527-1312

E-Mail: cklinest@tehama.k12.ca.us

Web Page: <http://www.srdc.tehama.k12.ca.us>

May 7, 2000

Dear Sirs:

As director of the Sacramento River Discovery Center, I have been in a position to observe and oversee for the last four years the implementation of the Adopt-A-Watershed program in our local schools including Meteer, Evergreen, Bidwell, Red Bluff High School, and many others.

As a result of ~~this~~ program, many positive things have happened in our schools and community. Curriculum ~~is~~ connected to work in the field. Some examples include: (1) ~~80~~ first and second graders working with our high school interns to re-vegetate an eroding shore degraded by illegal off-road vehicle use. The children made a walk pathway with river stones ~~as~~ a border and did willow and native grass plantings throughout the rest of the road cut. A sign giving them credit was placed and the spot has become a favorite for low-impact walkers whose presence helps deter damaging uses. (2) Thousands of children having weeks of watershed curriculum incorpomted into their regular studies.

We would like to expand the program by sending a team to the Adopt-A-Watershed 2001 National Leadership Institute for professional development training. This would allow ~~us~~ to expand our programs and strengthen the Sacramento River Discovery Center as a replicable model for use throughout the watershed. **Your support** of their proposal to provide this institute is encouraged.

Sincerely,


Cathy Klinesteker



FREDRICK A. WENTWORTH
County Superintendent

SAN JOAQUIN COUNTY OFFICE OF EDUCATION

May 9, 2000

Winke Sanderson
Box 1850
Hayfork, CA 96041

Dear Ms. Sanderson

The San Joaquin County Office supports your proposal for an Adopt-A-Watershed Leadership Institute. We are also applying for funds from CALFED and this proposal aligns very well with our proposal to develop a Delta Education Resource Center. Adopt-A-Watershed has been a continuing part of our efforts in environmental education and we would welcome the opportunity to send more teachers to become leaders for the Adopt-A-Watershed curriculum.

The San Joaquin County Office of Education, Office of Math & Science will recruit 3rd support teachers for this Leadership Institute and provide liaison between the project and area schools and teachers. San Joaquin County schools sit squarely in the middle of one of the most important areas of the state----the Delta, which has a multitude of needs related to CALFED goals and topic areas. Schools, students and teachers need and want more environmental education and Adopt-A-Watershed is certainly one of the components of a concerted effort in progress through this office to educate future citizens of this most critical area of the state.

Sincerely,

Judi Wilson
Director, Math and Science

May 8, 2000

CALFED Bay-Delta Project
1416 Ninth Street, Suite 1155
Sacramento, CA 95814

Dear Sirs:

I am Co-Director of Grand Oaks Discovery Charter School, K-8 grades, with an emphasis in Science, Math and integrated Technology, and currently also a third grade teacher in Gateway Unified School District. Our new charter school will open its doors August of 2000.

I have been in a position for several years to assist with the implementation of Adopt-A-Watershed at Project City School in Shasta Lake City, as Science Mentor. I am also familiar with the curriculum as I have enjoyed using it in my third grade classroom. Student knowledge, involvement, and concern for the environment have increased tremendously since we discovered Moody Creek adjacent to our campus. Moody Creek is seasonal and converts to a pond fed from underground springs for the remainder of the hot summer months. In September we began our studies of the surrounding watershed at this pond. If we were not using Adopt-A-Watershed Curriculum we would not have had the necessity to find a creek to study. All this wonderful study area would have been lost to us.

As Co-Director of Grand Oaks Discovery Charter School, we see a great need to send a team to the AAW 2001 National Leadership Institute for updated professional development training. As a new staff of teachers dedicated to teaching Science throughout grades K-8, we view this training as extremely important in establishing a cohesive, well articulated program utilizing Adopt-A-Watershed curriculum throughout our K-8 grades. We will be studying the watershed around our school as well as the watershed near Battle Creek. We plan to involve students at all grade levels in these outdoor experiences as well as within the classroom science program.

We have a team of eight teachers ready to go!

We would highly recommend the granting of necessary funds to allow Kim Stokely and Adopt-A-Watershed to proceed forward with plans for this upcoming National Leadership Institute. It will be an excellent resource for teachers and administrators, and one in which we hope to participate!

Thank you,



Lillie Minsart
Co-Director
Grand Oaks Discovery Charter School
441 1 Mt. Lakes Blvd.
Redding, CA 96003



Sonoma Creek Adopt ~A~ Watershed

CALFED Bay-Delta Program
1416 Ninth Street, Suite 1155
Sacramento, CA. 95814

May 9, 2000

Dear Sirs:

As the Executive Director of Sonoma Creek Adopt-A-Watershed, I have been actively involved in the implementation of the Adopt-A-Watershed (AAW) curriculum in the Sonoma Valley Watershed. Currently, there are teachers at nearly every public school in the Sonoma Valley Unified School District actively involved with the AAW program.

Board of Directors

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Angela Nardo-Morgan, Ph.D

The Sonoma Valley AAW program has received generous support from a wide range of community stakeholders. While implementing the AAW program, we have worked closely with a wide range of community groups including: the Sonoma Valley Vintners and Growers Alliance, the Sonoma Ecology Center, the Southern Sonoma Recourse Conselvation District, The San Francisco Estuary Institute, Wildlife Fawn Rescue, and the Sonoma Valley Boy's and Girl's Club. Along with a dedicated group of teachers, these organizations have helped to establish the AAW program in our watershed and improve the quality of education in our School District.

Implementing the Sonoma Valley AAW program began in 1993 and continues to this day. During the course of our efforts, we have come to realize that the effectiveness of our program depends upon the leadership of teachers in their class, amongst their colleagues, and in the community. To reach our goal of integrating a sequential AAW program into all levels of education, it is essential that we develop the leadership skills of a core group of participants. We believe that the AAW Leadership Institute is the best way to develop the skills necessary to expand and improve our watershed education efforts.

Sending a team to the AAW 2001 Leadership institute will provide essential professional development for those working in our watershed. We have already identified a number of interested team members from Sonoma Valley Unified School District and our Community. We believe that sending a team to the leadership Institute will allow strengthen the quality of classroom education and increase the involvement of classes in watershed restoration projects.

Sincerely,

Shreve LaFrumenta